

FAIRFIELD INTERMEDIATE

1647 US Highway 321 Bypass North
Winnsboro, SC 29180

GRADES 4-6 Elementary School

ENROLLMENT 545 Students

PRINCIPAL Mr. Paul Whitley 803-635-4810

SUPERINTENDENT Dr. Clarence E. Willie 803-635-4607

BOARD CHAIR Ms. Annie E. McDaniel 803-635-6894

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	16	69	39	2

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No

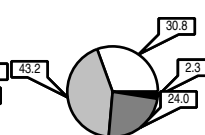
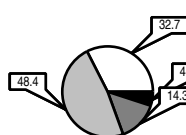
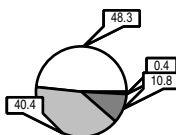
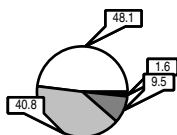
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	536	98.1	47.8	40.8	11.0	0.4	17.9	Yes	Yes
Gender									
Male	270	97.8	48.2	44.1	6.9	0.8	15.4		
Female	266	98.5	47.5	37.6	14.9	0.0	20.4		
Racial/Ethnic Group									
White	96	99.0	29.9	40.2	28.7	1.1	37.9	Yes	Yes
African-American	437	97.9	51.9	40.8	7.3	0.0	13.3	No	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	414	98.6	43.1	43.9	12.5	0.5	20.9		
Disabled	122	96.7	64.5	30.0	5.5	0.0	7.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	536	98.1	47.8	40.8	11.0	0.4	17.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	536	98.1	47.8	40.8	11.0	0.4	17.9		
Socio-Economic Status									
Subsidized meals	477	97.9	49.9	41.2	8.7	0.2	15.2	No	Yes
Full-pay meals	59	100.0	30.9	38.2	29.1	1.8	40.0		

Mathematics - State Performance Objective = 15.5%									
All Students	536	99.4	48.1	40.8	9.5	1.6	21.5	Yes	Yes
Gender									
Male	270	99.3	47.4	42.2	8.8	1.6	18.9		
Female	266	99.6	48.8	39.5	10.1	1.6	24.0		
Racial/Ethnic Group									
White	96	99.0	33.3	42.5	21.8	2.3	37.9	Yes	Yes
African-American	437	99.5	51.6	40.3	6.7	1.4	18.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	414	99.8	40.0	46.1	11.9	2.0	26.8		
Disabled	122	98.4	76.8	22.3	0.9	0.0	2.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	536	99.4	48.1	40.8	9.5	1.6	21.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	536	99.4	48.1	40.8	9.5	1.6	21.5		
Socio-Economic Status									
Subsidized meals	477	99.4	49.8	40.9	7.7	1.5	18.6	Yes	Yes
Full-pay meals	59	100.0	34.5	40.0	23.6	1.8	45.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	199	98.0	52.4	37.2	10.3	N/A	10.3
	Grade 5	168	98.2	55.6	36.3	8.1	N/A	8.1
	Grade 6	189	97.4	47.6	38.1	12.7	1.6	14.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	183	97.2	41.3	48.3	10.5	N/A	10.5
	Grade 5	193	99.0	47.1	41.7	11.2	N/A	11.2
	Grade 6	166	98.2	54.8	35.7	8.3	1.3	9.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	199	100.0	56.8	35.8	6.1	1.4	7.4
	Grade 5	168	100.0	50.4	41.6	5.6	2.4	8.0
	Grade 6	189	97.4	49.6	34.4	12.0	4.0	16.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	183	99.4	46.9	42.9	8.6	1.7	10.3
	Grade 5	193	99.5	56.4	34.6	8.0	1.1	9.0
	Grade 6	166	99.4	39.0	47.8	11.3	1.9	13.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 545)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	3.5%	Up from 1.6%	4.0%	2.7%
Attendance rate	93.8%	Down from 94.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.2%		7.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	9.8%		5.4%	3.5%
Eligible for gifted and talented	10.2%	Down from 12.1%	5.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.2%	Up from 15.9%	8.0%	8.2%
Older than usual for grade	3.3%	Up from 2.6%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	68.3%	Up from 58.1%	48.5%	51.4%
Continuing contract teachers	85.4%	Up from 83.7%	82.0%	87.5%
Highly qualified teachers**	74.3%	N/A	92.8%	95.0%
Teachers with emergency or provisional certificates	7.9%		2.9%	0.0%
Teachers returning from previous year	87.0%	Up from 84.1%	83.9%	86.7%
Teacher attendance rate	93.9%	Up from 93.0%	94.7%	94.9%
Average teacher salary	\$42,139	Up 2.8%	\$39,933	\$40,760
Prof. development days/teacher	9.4 days	Down from 13.7 days	13.3 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 19.1 to 1	17.2 to 1	18.9 to 1
Prime instructional time	85.4%	Up from 85.2%	89.3%	90.0%
Dollars spent per pupil*	\$7,033	Up 11.2%	\$6,628	\$6,044
Percent of expenditures for teacher salaries*	65.6%	Down from 72.8%	64.3%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.1%	Down from 99.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	81.5%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fairfield Intermediate School serves students in 4th - 6th grades. The mission of Fairfield Intermediate School is to prepare our students to be self-disciplined, creative, and critical thinkers by providing a positive learning environment.

The certified staff at Fairfield Intermediate School has had training in Curriculum Mapping, Successmaker and MAPS, two new computer programs. This training has enhanced our curriculum units and assessments to reflect the South Carolina Curriculum Standards. Teachers and other staff members are completing courses to meet the requirements of highly qualified teachers.

Fairfield Intermediate School is identified as a school-wide Title One School because of its high poverty rate. All students are served by our Title One program. We have incorporated supplementary programs funded by this program. This program enhances the academic skills of all students. All students attend related arts programs five times a week. We have two computer labs that students attend three times a week. Our present computer program is designed to help the teachers identify the students' strengths and weaknesses as related to the state standards. The MAPS computerized benchmark test is given to the students three times throughout the school year.

The media center uses flexible scheduling to accommodate large group research activities including the use of the Internet. Students are allowed to check out books and take Reading Counts tests to earn points for student recognition. The Reading Counts Testing Program is accessible in all of the classrooms.

The results of the Palmetto Achievement Challenge Test (PACT) from 2002-2003 were analyzed and indicated that we had more of a gain in Mathematics than we did in English/Language Arts. Those students who are on academic plans are required to attend our After-School Program offered throughout the year. This program is designed to improve the academic skills of the students in Mathematics and English/Language Arts. Students' academic weaknesses are identified by the regular classroom teacher, and provided to the After-School teacher to assist the students' individual needs.

Katie Squirewell, School Improvement Council Chairman
 Carl L. Johnson, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	133	65
Percent satisfied with learning environment	69.2%	87.2%	69.2%
Percent satisfied with social and physical environment	69.2%	82.7%	70.8%
Percent satisfied with home-school relations	26.9%	89.7%	53.8%

*Only students at the highest elementary school grade level at this school and their parents were included.